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ABSTRACT

Current publications do not cease to stress the unfortunate fact that language enrollments are declining; this paper is an exception to the prevailing pessimistic trend. Its aim is to describe the success of the first and second year German language courses taught at Middlebury College during the summer of 1975. This was an intensive program with at least four hours of formal instruction per day. It exposed the students to various cultural aspects of contemporary Germany by drawing on the expertise of the regular undergraduate faculty and the visiting faculty members from Europe of the German graduate school, and by showing the students current TV material taped at the University of Mainz as well as using films of the "Guten Tag" and "Guten Tag-wie geht's" series. Because of budget cuts and copyright restrictions, it would be difficult to duplicate the program in all its details at another institution; the following description can, however, serve as an example of a successful total immersion program. (Author)

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Final Report

on the

UNDERGRADUATE GERMAN LANGUAGE PROGRAM

at

Middlebury College

summer 1975

submitted by Professor Gerd K. Schneider

FL007332

I. Introduction

The Lower Division Program in German, German 101-102 (Elementary German) and German 201-202 (Intermediate and Advanced German), was conducted for a period of seven weeks, from June 21 to August 9, 1975. The total number of students in Elementary German was 31, in Intermediate German 21. There were five full time faculty members, one part time faculty member, and one informant.

The success of the program can be ascribed to at least five factors:

1. the exemplary cooperation received from the administration at Middlebury College. Special thanks go to Professor Roger Peel, Director of the Language Schools, Professor Gerard Schneilin, Director of the German School, and Professor Thomas Huber, Dean of the German Summer School.

2. the generous help given by the German Department at Middlebury College. The willingness of the German Department to make available the edited AV-materials from German Television programs and other teaching materials used during the regular year cannot be praised too highly; without these the summer program would have lacked variety and currency.

3. the idealism and the hard work of the teaching staff. Faculty members made themselves available from seven o'clock in the morning till midnight, working with the students in groups or on an individual basis. Their willingness to dedicate their time and energy to the operation of this program is recorded here with sincere thanks.

4. the faithful help and assistance from the secretarial personnel, and

5. the high intellectual calibre of the students, and their strong motivation to learn German, or to improve their proficiency in this language.

It was a privilege and a pleasure to work with all those who contributed their time and effort to the successful operation of the summer program.

II. List of Staff

A. Regular Staff Members

Reinhold Bubser (Ph.D., Michigan State University).
Assistant Professor of German at Texas A&M University.

Ruth Groen (B.A., University of Pittsburgh).
Teacher of German at Cicero High School, New York.

Constance Kenna (M.A., Yale University).
Acting Dean. Teaching Associate and Secretary of the German Department of Middlebury College.

Eckehard Latz (M.A., Middlebury College).
Teacher of German at Burr and Burton Seminary, Manchester, Vermont.

Gerd K. Schneider (Ph.D., University of Washington).
Program Coordinator. Associate Professor of German and Chairman of the German Department, Syracuse University.

Günther Teschauer (D.M.L., Middlebury College).
Foreign Language Supervisor, Tenafly High School System, N.J.

B. Guest Lecturers

Manfred Bock (Dr. phil. and habil., Marburg). Professor of Political Sociology and Social History, Gesamthochschule Kassel.

Alfred Doppler (Dr. phil. and habil., Graz). Professor of Austrian and German Literature, Innsbruck.

Hellmuth Karasek (Dr. phil., München). Associate Editor (Cultural Affairs), Der Spiegel, Hamburg.

Josef Kunz (Dr. phil, and habil.). Professor of German, Marburg.

Gérard Schneilin. Maître de conference, Chairman of German and Academic Vice President, University of Paris X - Nanterre.

C. Special Comment

This report does not single out specific contributions made by any individual faculty member of the undergraduate program. These contributions were made, to be sure, and without these the summer would not have been as successful as it was. I would like to make one exception to this principle, however, and offer special thanks to Ms. Constance Kenna who, inspite of personal tragedy, never ceased to be a very dedicated and highly effective teacher and an inspiring human being, loved and admired by students and colleagues alike.

III. Data Concerning Students

1. Distribution by Sex

	First Year	Second Year	First and Second Year
Male	18	6	24
Female	13	15	28
Total	31	21	52

2. Distribution by Age

	First Year	Second Year	First and Second Year
below 18	1	1	2
18-20	13	10	23
21-22	9	5	14
23-24	1	0	1
25-30	3	2	5
over 30	4	3	7
totals	31	21	52

3. Distribution by Colleges

University of Alabama

Barnard College

Bowdoin College

Brown University

Burr and Burton Seminary

UCLA

California State College

Columbia University

Cornell University

Douglass College

East Stroudsburg College

Georgetown University

Harvard University

Hood College

Lynchburg College
Middlebury College
Mississippi College
Monroe Community College
University of North Carolina
Pennsylvania State University
Princeton University
Smith College
Swarthmore College
Syracuse University
University of Vermont
Washington University
Western Michigan University
Williams College
Yale University

Additional Information: Almost all students were undergraduates. Among the participants were a secretary, a physician, an Associate Professor of Philosophy, and an Assistant Professor of English.

*

IV. Description of the Program

The German program was described in the Language Schools Catalogue of Middlebury College, 1975-76, and the separate announcement of the German School for the Summer of 1975, and reads as follows:

GN 101-102 Elementary German

Daily activities normally include four hours of classroom instruction plus an hour or two of additional work in the language laboratory. The course consists of lectures, drills, and laboratory. In the lectures students are guided through the exercises they are to prepare for the following drill. Drilling is done in groups of about ten students. The course is designed to cover all major aspects of contemporary

German; reading materials are introduced in about the fourth week. Throughout the course audio-visual materials are used to complement the printed word.

GN 201-202 Intermediate and Advanced German

Daily activities normally include four hours of classroom instruction plus additional work in the language laboratory. The course begins with a comprehensive grammar review; this is followed by a phase in which texts are used as a basis for further language study and for the acceleration of reading speed. This course will signigicantly increase the student's fluency in spoken German and facility in reading. Recent German television materials are used to extend communicative skills and comprehension.

TEXTS

German 101-102

Van Horn Vail/Kimberly Sparks, Modern German (New York: Harcourt Brace Jovanovich, 1971).

----------, Der Weg zum Lesen (New York: Harcourt Brace Jovanovich, 1974). Second edition.

Wishard/Diller, Spiel und Sprache (New York: Norton & Co., 1971).

German 201-202

Kimberly Sparks/Van Horn Vail, German in Review (New York: Harcourt Brace Jovanovich, 1967).

----------, Der Weg zum Lesen (New York: Harcourt Brace Jovanovich, 1974). Second edition.

---------- and Thomas Huber. Thomas Manns Tonio Kröger als Weg zur Literatur (New York: Harcourt Brace Jovanovich, 1974).

Friedrich Dürrenmatt, Der Besuch der alten Dame, ed. by Paul Ackermann (Boston: Houghton Mifflin, Riverside Press, 1957).

Dieter and Ingrid Sevin, Zur Diskussion: Aktuelle Themen des Alltags und unserer Zeit (New York: Harper & Row, 1971).

Schulz-Griesbach, Moderner Deutscher Sprachgebrauch - Mittelstufe (München: Hueber, 1971).

*

V. Format of the Program

A typical class schedule for the first two weeks was (see appendix A):

First Year German (Three groups of approximately 10 students each)

8 - 9	Drills for groups A, B and C
9 - 10	Language lab for group C
	Drills for groups A and B
10 - 11	Language Lab for group A
	Drills for groups B and C
11 - 12	Quiz
	Presentation of AV-materials to all three groups
12 - 1	Language lab for group B
	Drills for group A and C

*

Second Year German (Two groups of approximately 10 students each)

8 - 9	Language lab for group B
	Grammar review for group A
9 - 10	Drills and grammar review for groups A and B (separate sections)
10 - 11	Drills and grammar review for groups A and B (separate sections)
11 - 12	Language lab for group A
	Grammar review for group B
12 - 1	Quiz
	Presentation of AV-materials to both groups

*

Variations of this plan were introduced in the second year program during the third week of instruction, after the class had finished German in Review. A typical class day during the fourth week of the program looked like this (see appendix B):

First Year German

8 - 9	Two grammar sections: A and half of C; B and half of C
9 - 10	Language lab for group C
	Drills for groups A and B (separate sections)
10 - 11	Language lab for Group A
	Drills for groups B and C (separate sections)
11 - 12	Quiz
	Presentation of AV-materials to all three groups, followed by a discussion within the smaller groups.
12 - 1	Language lab for group B
	Drills for groups A and C

*

Second Year German

8 - 9	Grammar class: Moderner Deutscher Sprachgebrauch (both groups together)
9 - 10	Drills from Der Weg zum Lesen for group A
10 - 11	Vocabulary building and discussions in Zur Diskussion (groups A and B separately)
11 - 12	Drills from Der Weg zum Lesen for group B
12 - 1	Quiz
	Presentation of AV-materials to both groups and discussion.

*

Minor changes were made later in the schedule but these did not effect the basic features of the program which included:

1. to have small drill-sections, of approximately ten students in each group.
2. to change the composition of the groups every week in order to avoid the formation of subgroups and to encourage a more lively exchange of ideas between students. The shifting of students also helped to lesson tension.
3. to change classrooms every hour in order to avoid monotony.
4. to change instructors in order to expose the students to as many idiolects as possible.
5. to correct and return quizzes, written every other day, at the end of the same period in which they were written, and to discuss the mistakes during the next class period or the same afternoon.

*

Unique Features of the Program

1. to have a live-and-learn arrangement. The participants lived in one dormitory and adhered to the best of their ability to the language pledge. From the second week of the Intermediate Program, and the third week of the Beginners' Program, German was the exclusive language of communication by the students and faculty in all contacts out of the classroom and in the classroom, with the occasional exception of some grammatical explanations in English, either in the classroom or the dormitory. In order to facilitate the transition between English and German, a list of useful expressions was prepared and given to the students on the first day of classes (see appendix C). This list was divided into various categories, such as "Greetings and Social Conventions," "In the Classroom, " "After Dinner Conversation," "In the Dormitory," "Going Shopping," "Food List," etc. In addition to exposing the students to the appropriate German phrases, they were introduced to the geographic and cultural surroundings of Middlebury.

2. to organize special events, like outings to Lake Dunmore and Silver Lake, sport activities, gymnastic exercises, etc., which were helpful in three ways: they helped to release tension, created an atmosphere of comradery, and formed a cultural environment which introduced new vocabulary the 'natural' way.

3. to help students who needed assistance at all hours of day or night.

4. to work with students who had special interests on an individual basis. These interests included the reading of fiction and non-fiction, writing compositions, and translating material ranging from philosophical and biblical passages to recipes found in old cookbooks.

*

Additional Special Features

Four additional features have to be especially mentioned since they were a significant factor in sustaining the motivation of the students to learn:

1. Students in the intermediate program were given the opportunity to enroll, in addition to the regularly scheduled classes, in one of two afternoon classes, one given by Dr. Karasek on the "Society of the Federal Republic of Germany--Its Predominant Profile and Its Stereotypes," and the other given by Herbert and Eva Nelson, entitled "The Art of Cabaret - Workshop."

2. Some memberr of the German Graduate Summer School presented lectures to students of the intermediate year during the last two weeks of the program. Guest lecturers and their topics included:

   Dr. Hellmuth Karasek: "Einführung in das Werk Max Frischs" (after the class had read "Geschichte von Isidor")

   Dr. Manfred Bock: "Die Struktur der IRD" (The prepared handout (see appendix D) was given to the students after relevant portions of Zur Diskussion had been discussed before)

   Dr. Joseph Kunz: "Merkmale der Novelle" (Goethe's "Krämerinnovelle" was selected as model; the students had familiarized themselves with this text before the lecture)

   Dr. Gerard Schneilin: "Das Wesen der Tragikomödie - dargestellt an Dürrenmatts Besuch der alten Dame" (This lecture was scheduled after the class had finished this play by Dürrenmatt)

Dr. Alfred Doppler: "Interpretation von Thomas Manns Tonio Kröger (This lecture was delivered after the class had read Tonio Kröger and seen the film version of this work)

3. Students of the first and second year were encouraged to join the instrumental and vocal groups of the graduate school and to participate in the events of these groups.

4. The use of the AV-material in the first and second year was important in at least three respects:

   i) it introduced words, expressions, and phrases as they are spoken and used in contemporary German.

   ii) it introduced the students to current aspects of German culture and civilization.

   iii) it helped to counteract the fatigue factor prevalent after three hours of pattern drills.

The AV-material consisted primarily of: (see appendix D II)

   i) the Guten Tag and the Guten Tag - wie geht's films, both series on loan from the AATG Service Center in Philadelphia.

   ii) short subject films from the German General Consulate.

   iii) German television material, including commercial spots, films from the series Der Kommissar, Drehscheibe, Sesamstrasse, news and weather reports, etc., All films were taped at the University of Mainz in 1974 and early 1975.

   iv) slides of German magazine-ads, depicting the use of certain words and phrases as well as the use of grammatical categories.

   v) recent German popular songs illustrating certain grammatical categories.

VI. Evaluation Procedures and Results

A. Initial and Intermediate Testing

The ETS-Placement Test of the German Department at Middlebury College was given to thirty students who had had German before and wanted to be placed in the second year. On the basis of these test scores, four students were allowed to take courses in the graduate school, and eight students were advised to take the beginners' course. Six of them actually did so, and two students left. Three students registered late for German 201-202 so that the total number of students in the intermediate program came to twenty-one.

The same ETS-Placement Test was given to the students in the second year after an intensive two-week grammar review (the text used was Sparks/Vail German in Review) in order to test the students' progress; for the percentage grades obtained see Appendix E.

B. Final Testing

In addition to the final tests covering the course material, students of the elementary and intermediate level were given the MLA Cooperative Foreign Language Tests Form LA and Form MA at the end of the program. The speaking part of the MLA Cooperative Tests was not given; in order to determine the verbal performance each student was tested individually by two faculty members. The Raw Scores of the MLA Tests in Listening, Reading and Writing were converted and the mid-percentile rank was determined, using the Booklet of Norms (published by the Educational Testing Service) for college general norms for one year and two year study of German.

For students in elementary German, the average mid-percentile rank in Listening was 94.73, in Reading 97.13, and in Writing 97. The number of students taking the MLA-Cooperative Test, Form LA, was thirty. Individual test scores are summarized in Appendix F (Keys to Student Codes are supplied for filing purposes).

Because of the high scores, fourteen of the students enrolled in the first year were asked to take the MLA-Cooperative Foreign Language Test, Form MA. The "College General Norms" of the "Second Year" were used to determine the mid-percentile ranks. The average mid-percentile rank in Listening was 91.14, in Reading 75.79, and in Writing 97.57 (see Appendix G).

Students enrolled in the intermediate program also took the MLA-Cooperative Test, Form MA, and the average mid-percentile ranks were: Listening 96.52, Reading 93.29, and Writing 98.48 (see Appendix H). These results show an improvement over last year's performance; the intermediate program in the summer of 1974 had an enrollment of twelve students, and the average mid-percentile ranks were: in Listening 87.83, in Reading 83.75, and in Writing 98.25. Two possible reasons for the better performance in 1975 are that the quality of the students was better and that higher standards for entering the intermediate program were used.

C. Evaluation of the Program by the Students

On the last day of classes, students were asked to fill out a questionnaire evaluating various aspects of the program. Forty-two questionnaires were returned. Comments were made, among other things, on the following:

1. Fulfillment of Students' Expectations.
2. Choice of Textbooks.
3. Faculty.
4. The Overall Quality of the Program.
5. Intention to Return Next Summer.
6. Recommendation of this Program to Others.

1. Fulfillment of Students' Expectations

Most of the students in the first year, and all students in the second year, answered the question "Haben Sie diesen Sommer das gelernt, was Sie erwarteten?" with yes. Typical comments included:

> I have learned much more than I expected. The program is very effective.
>
> O ja! Ich habe viele (sic) gelernt: die deutsche Sprache, und wie schön das Leben ist, wenn wir zusammen studieren und wohnen.
>
> Ja, und viel mehr!

*

2. Choice of Textbooks

The question "Waren die Texte gut?" was answered in the negative with regard to Spiel und Sprache; the comments about Zur Diskussion and Moderner deutscher Sprachgebrauch were mixed. Tonio Kröger and Der Besuch der alten Dame received largely favorable comments.

The main texts used in the program were Modern German, Der Weg zum Lesen, and German in Review; all these texts were received favorably. Typical comments were the following:

> Modern German is a brilliant book. Carefully designed and very effective. I enjoyed studying it. Choice of textbooks was (generally) good.
>
> Modern German: very organized, very good for retention because of repetition. Grammar excellent.
>
> Modern German war meiner Meinung nach prächtig. Das Buch war sehr gut und nicht langweilig. Den Weg zum Lesen habe ich genossen, obwohl die Erzählungen oft keinen Sinn machten.
>
> Modern German and Der Weg zum Lesen were top-notch!
>
> Der Weg zum Lesen: prima!
>
> German in Review: very good.
>
> German in Review war gut, und ich habe viel Grammatik daraus gelernt.

3. Faculty

The overwhelming majority of the students (forty of forty-two) answered the question "Wie beurteilen Sie die Dozenten?" positively. Samples of the answers include the following:

> Dozenten: sehr hilfreich, freundlich, und gute Lehrer. Sie waren der beste Teil des Programms.
>
> I enjoyed working with all of them and admire them more now, realizing the pressures they had as well as living with (us).
>
> All the teachers were as nice as can be! Everyone seemed interested in how I was doing!
>
> I cannot express enough how satisfied I was with the faculty this summer. Not only have they demonstrated a genuine interest in teaching but a genuine personal interest in the students. Speaking, I hope, for all, this program was a great experience.
>
> Top-notch teachers! They really want to teach!

Unsere Dozenten waren vortrefflich; d.h., sie interessierten sich hauptsächlich für mich, als Student und als Mensch! Niemals habe ich solche gute Lehrer gesehen.

Sie haben alles gewusst, worüber ich sie gefragt habe. Ich hatte gern, wie wir miteinander sprechen konnten, und dass wir im selben Wohnheim gehohnt haben.

Alle sind sie sehr nett, und ich will 'danke' für alles, dass Sie für mich machten, sagen.

4. Quality of the Program

Almost the entire student body agreed that the quality of the was very high. Comments made by students in the first year included the following:

It is really difficult to improve on a program that successfully served so many. The program did what it was supposed to do.

Excellent - the faculty made it so.

Well organized; excellent coordination with personnel and facilities.

The 'German only' rule--even when only partially observed--is certainly the strength of the program. In addition to the quality of the faculty, the fact that there no duds among the students (intellectually at least) guarantees a successful program.

The quality of the program is very good, very successful. I knew '0' Deutsch before I came and now I can speak well, can read, and I know lots of grammar.

Ich habe nie ein besseres Programm gesehen.

Overall excellent!

Sehr gut! It could be even a bit more intensive. We complain, but mostly we love it.

Typical comments made by students enrolled in the second year were:

Wirklich sehr gut. Es gefällt mir.

It is of a very high quality.

Ein gutes Programm--ich habe Deutsch nur hier studiert (ja, gelernt auch), und viele Leute haben mir gesagt, dass mein Deutsch gut ist, was für Middlebury eine gute Empfehlung ist.

I think the program was excellent. Speaking German almost all the time is the one distinction the program really has and I think it is what makes the program exceptional.

I really think it is excellent. I have enjoyed it both years and I hope to enjoy it in future years.

5. Intention to Return Next Summer

The question "Haben Sie vor, im Sommer nächsten Jahres in Middlebury Kurse zu belegen?" was answered by students in the first year as follows: Six students were sure to come back, three made their decisions to return dependent upon their finances, five were undecided, and nine did not want to return.

From the students in the second year, three were sure to come back, five wanted to come back, depending on their financial situation, two were undecided, and three did not want to return.

*

6. Recommendation of this Program to Others

The overwhelming majority of the students answered the question "Würden Sie dieses Programm anderen empfehlen?" positively. Typical comments were:

Ja, ja, tausendmal Ja!

Selbstverständlich! I already have raved about it in letters and on the telephone.

Very definitely.

Wholeheartedly!

Ja, ohne zu zögern, mit Bestimmtheit!

Wenn sie wirklich Deutsch lernen wollen, sollen sie kommen.

There were only four critical comments made:

For some people.

Only if they liked the camping atmosphere.

Only if they lived off campus.

No, I don't find this to be a very enjoyable way of learning a language. It satisfies only those who have a particular need to quickly learn a language, and also the very compulsive sorts.

*****

VII. Recommendations

The following recommendations are made for the undergraduate program in the summer of 1976:

1. More emphasis will be placed on correct pronunciation of German. During the first two or three weeks pronunciation exercises will be practiced in German 101 and German 201, either as part of the morning session or in the afternoon.

2. More writing will be done on the beginners' and incermediate level.

3. Short selections of prose readings should be introduced during the fourth week of the first year program in order to facilitate the transition between Modern German and Der Weg zum Lesen.

4. There should be an opportunity for students to develop skills

in translation. Last summer, a sizeable number of students in the first and second year expressed a strong interest in acquiring the basic skills necessary to translate from German into English. In order to accomplish this a special class could be introduced in the sixth week of the first-year program, and during the fourth week of the intermediate program. Work in class would involve discussing techniques in translating; homework assignments would consist of translations done on subject matter of the student's specific area of interest.

Appendix A

S O M M E R 1975 (Plan für die erste Woche)

Stunde	Labor	R. Bubser	R. Groen	C. Kenna	E. Latz	G. Schneider
8 - 9	GN II B	GN II A Warner 404	GN I B Warner 207	GN I C Warner 401		GN I A Warner 202
9 - 10	GN I C		GN I A Warner 404	GN II A Warner 202	GN I B Warner 401	GN II B Warner 207
10 - 11	Gn I A	GN I B Warner 401	GN II B Warner 202		GN II A Warner 207	GN I C Warner 404
11 - 12	GN II A	GN II B Warner 202		GN I A B C Sunderland 110		
12 - 1	GN I B	GN I C Warner 207		GN II A B C Sunderland 110	GN I A Warner 404	

Appendix B

S O M M E R 1975 (Plan für die vierte Woche)

Stunde	Labor	R. Bubser	C. Kenna	G. Schneider	R. Groen	G. Teschauer	E. Latz
8 - 9		GN II A,B Warner 401		GN I A, GN I C (1. Hälfte) Warner 207	GN I B, GN I C (2. Hälfte) Warner 408		
9 - 10	GN I C			GN I B Pearsons 105	GN I A Pearsons 106		GN II A Sci. Cen. 123
10 - 11	GN I A	GN I B Pearsons Upper Lounge	GN II B Sci. Cen. 127		GN I C Pearsons105	GN II A Sci. Cen. 117	
11 - 12		GN I A, B, C Sunderland 110					GN II B Pearsons105
12 - 1	GN I B		GN II A,B Sunderland 110			GN I A Peasrons Upper Lounge	GN I C Pearsons 105

Appendix C

MIDDLEBURY COLLEGE

LANGUAGE PROGRAM

GERMAN

SUMMER 1975

I. GREETINGS AND SOCIAL CONVENTIONS

Good morning.	Guten Morgen.
Good evening.	Guten Abend.
Hello (good day).	Guten Tag (Grüß Gott).
Good-bye.	Auf Wiedersehen.
See you later.	Bis später; bis bald; bis gleich.
How are you?	Wie geht es Ihnen?
Fine, thanks, and you?	Gut, danke, und Ihnen?
(Not) very well.	(Nicht) sehr gut.
How are things?	Was gibt's sonst?
I am very happy to make your acquaintance.	Es freut mich sehr, Sie kennenzulernen.
It's a pleasure.	Sehr angenehm.
What is your name?	Wie heißen Sie?
My name is...	Ich heiße...
Excuse me, please.	Entschuldigen Sie, bitte.
Thank you.	Danke (schön).

II. IN THE CLASSROOM

Do you speak German?	Sprechen Sie Deutsch?
I know a little German.	Ich spreche ein wenig Deutsch.
Please, speak more slowly.	Bitte, sprechen Sie langsamer.
I do not understand you.	Ich verstehe Sie nicht.
I do not know.	Ich weiß nicht.

Please repeat the question.	Bitte, wiederholen Sie die Frage.
Slower, please.	Langsamer, bitte.
Write the sentence down, please.	Bitte, schreiben Sie den Satz auf.
How do you say_____in German?	Wie sagt man_____auf deutsch?
Here we speak (only) German.	Hier wird (nur) Deutsch gesprochen.
In German, please.	Auf deutsch, bitte.
Write the word on the blackboard.	Schreiben Sie das Wort an die Tafel.
What is that?	Was ist das?
What does this word mean?	Was bedeutet dieses Wort?
How do you spell 'Goethe'?	Wie schreibt man 'Goethe'?
What texts do we use in this course?	Welche Textbücher benutzen wir in diesem Kurs?
The language lab is in Sunderland.	Das Sprachlabor ist in Sunderland.

III. AFTER DINNER CONVERSATION

I ate too much.	Ich habe zu viel gegessen.
I am still hungry.	Ich bin noch hungrig.
I want to go to the movies.	Ich möchte ins Kino gehen.
Where is Mr. Up's? 'Fire and Ice'?	Wo ist Mr. Ups? 'Fire and Ice'?
Where is the language lab?	Wo ist das Sprachlabor?
Do you want to go downtown?	Möchten Sie in die Stadt gehen?
Do you have a car?	Haben Sie einen Wagen?
Do you drink beer or wine?	Trinken Sie Bier oder Wein?
I don't have any money.	Ich habe kein Geld.
How much does it cost?	Wieviel kostet es?
It costs two dollars.	Es kostet zwei Dollar.
I cannot come along; I have to study.	Ich kann nicht mitkommen; ich muß arbeiten.
I am tired.	Ich bin müde.
Do you play tennis?	Spielen Sie Tennis?
I have a headache.	Ich habe Kopfschmerzen.

I have to write a letter.	Ich muß einen Brief schreiben.
Did you get mail today?	Haben Sie heute Post bekommen?
What are we doing tonight?	Was machen wir heute abend?
Is anything happening tonight?	Ist heute abend was los?
What's the matter?	Was ist los?

IV. IN THE DORMITORY

Where is the telephone?	Wo kann man hier telephonieren?
Where is the men's room?	Wo ist die Herrentoilette?
Where is the ladies' room?	Wo ist die Damentoilette?
I cannot find my room.	Ich kann mein Zimmer nicht finden.
Where are you from?	Woher kommen Sie (Wo kommen Sie her)?
I am from Syracuse.	Ich komme aus Syracuse.
Where is Syracuse?	Wo liegt Syracuse?
Syracuse is in New York.	Syracuse liegt in New York.
I have lost my key.	Ich habe meinen Schlüssel verloren.
It was not my fault.	Es war nicht meine Schuld.
Don't make so much noise.	Machen Sie nicht so viel Lärm.
Where can I buy a fan?	Wo kann ich einen Ventilator kaufen?
May I come in?	Darf ich hereinkommen?
Am I disturbing you?	Störe ich?
What are you doing tonight?	Was machen Sie heute abend?
Where can one wash and dry one's clothes?	Wo kann man kier seine Wäsche waschen und trocknen?
I have to change my bed linens.	Ich muß mein Bett frisch beziehen.
I have to make my bed.	Ich muß mein Bett machen.
I need a blanket (a pillow).	Ich brauche eine Decke (ein Kissen).
I am going to take a shower now.	Ich brause/dusche mich jetzt.
I have to brush my teeth.	Ich muß (mir) die Zähne putzen.
I have to wash my face.	Ich muß (mir) das Gesicht waschen.

I have to wash my hands.	Ich muß (mir) die Hände waschen.
What time is it?	Wie spät ist es?
It is one, two, three o'clock.	Es ist ein Uhr, zwei Uhr, drei Uhr.
I like you very much.	Ich habe Sie sehr gern.
I don't like you.	Ich habe Sie nicht gern.
Leave me alone!	Lassen Sie mich in Ruhe!
May I visit you again?	Darf ich Sie wieder besuchen?
I had a very nice time.	Es war sehr nett.

V. DOING SHOPPING

Where is the nearest bank?	Wo ist die nächste Bank?
I want to go shopping.	Ich möchte einkaufen gehen.
This dress is too expensive.	Dieses Kleid ist zu teuer.
Where is the bakery (a bookstore, a department store, a drugstore, a florist, a grocery store, a liquor store)?	Wo ist die Bäckerei (eine Buchhandlung, ein Kaufhaus, eine Apotheke, ein Blumenladen, ein Lebensmittelgeschäft, eine Spirituosenhandlung)?
Where is the post office?	Wo ist die Post?
I need stamps.	Ich brauche Briefmarken.

VI. TALKING ABOUT THE WEATHER

How is the weather today?	Wie ist das Wetter heute?
It is cold (hot, fair, very warm, sunny, windy, humid).	Es ist kalt (heiß, schön, sehr warm, sonnig, windig, feucht).
It is raining.	Es regnet.
It is cloudy.	Es ist wolkig/bewölkt.
Today is a beautiful day.	Heute ist ein herrlicher Tag.

VII. FOOD LIST

Bread	Brot
Butter	Butter
Sugar	Zucker

Salt and Pepper	Salz und Pfeffer
Oil and Vinegar	Öl und Essig

A. BREAKFAST FOODS

Fruit juice	Obstsaft
Orange juice	Orangensaft
Tomato juice	Tomatensaft
Grape juice	Traubensaft
Oatmeal	Haferbrei
Toast and jam	Toast und Marmelade
Omelet	Omelette
Soft boiled eggs	weich gekochte Eier
Hard boiled eggs	harte Eier
Fried eggs	Spiegeleier
Poached eggs	verlorene Eier
Scrambled eggs	Rühreier
Bacon and eggs	Eier mit Speck
Ham and eggs	Eier mit Schinken

B. SOUPS

Pea soup	Erbsensuppe
Vegetable soup	Gemüsesuppe
Chicken soup	Hühnersuppe
Tomato soup	Tomatensuppe

C. SALADS

Mixed (tossed) salad	gemischter Salat
Cucumber salad	Gurkensalat
Potato salad	Kartoffelsalat
Tomato salad	Tomatensalat

D. MEATS

Cold meat platter	Aufschnitt
Roastbeef	Roastbeef
Beef	Rindfleisch
Pork	Schweinefleisch
Veal	Kalbfleisch
Fish	Fisch
Roastbeef	Roastbeef, Rinderbraten
Veal chops	Kalbskoteletts
Shoulder of lamb	Lammrücken
Liver	Leber
Pot roast	Rostbraten, Schmorbraten
Meat rolls	Rouladen
Ham	Schinken
Roast pork	Schweinebraten
Pork chops	Schweinekoteletts
Breaded veal cutlets	Wiener Schnitzel
Sausage	Wurst
Chicken	Huhn

E. VEGETABLES AND POTATOES

Cauliflower	Blumenkohl
Beans	Bohnen
Brussels sprouts	Rosenkohl
Asparagus	Spargel
Spinach	Spinat
Cabbage	Weißkohl
Onions	Zwiebeln
Fried potatoes	Bratkartoffeln
Mashed potatoes	Kartoffelpüre, Kartoffelbrei

French fried potatoes	pommes frites
Boiled potatoes	Salzkartoffeln

F. FRUITS

Pineapple	Ananas
Apple	Apfel
Orange	Apfelsine
Banana	Banane
Pear	Birne
Strawberries	Erdbeeren
Raspberries	Himbeeren
Cherries	Kirschen
Peach (peaches)	Pfirsich(-e)
Plum (plums)	Pflaume (-n)
Grapes	Weintrauben
Melon	Melone
Watermelon	Wassermelone

B R D

I. Das Zweite Reich 1871-1918

König von Preußen wird Kaiser von Deutschland

Architekt der Reichsgründung war Bismarck

II. Die Weimarer Republik 1918-1933

III. Das Dritte Reich 1933-1945

1945 Aufteilung in Besatzungszonen

IV. 1949 Zwei deutsche Staaten

1. 1949 Bundesrepublik Deutschland (BRD)

1955 Souveränität

Fläche: 250 000 Qkm.

Bevölkerung: 62 Mill.

2. 1949 Deutsche Demokratische Republik (DDR)

Fläche: 108 000 Qkm.

Bevölkerung: 17 Mill.

V. Staatliche Gliederung der BRD nach dem Prinzip des Föderalismus:

10 Länder (ohne Berlin)

Baden-Württemberg

Bayern

Bremen

Hamburg

Hessen

Niedersachsen

Nordrhein-Westfalen

Rheinland-Pfalz

Saarland

Schleswig-Holstein

Das Grundgesetz (die Verfassung) gibt den Ländern eine gewisse Autonomie, bes. auf kulturellem Gebiet (Kulturhoheit der Länder).

VI. BRD ist nach Prinzipien der parlamentarischen Demokratie aufgebaut.

Gewaltenteilung: 1. die Legislative
2. die Exekutive
3. die Judikative

Ein Bundespräsident (z. Zt. W. Scheel) steht über den Parteien und repräsentiert die BRD.

zu 1: Legislative durch 2 Häuser repräsentiert:

Bundestag (518 Mitglieder) wird vom Volk unmittelbar gewählt

Bundesrat (45 Mitglieder) wird von Länderregierungen gewählt

zu 2: Exekutive

Regierung (Bundeskanzler u. Kabinett)

Bundeskanzler (z. Zt. H. Schmidt) bestimmt die Richtlinien der Politik und trägt dafür die Verantwortung (Kanzlerdemokratie)

zu 3: Judikative

Richterliche Gewalt ist unabhängig. Bundesgerichtshof in Karlsruhe.

Bundesverfassungsgericht in Karlsruhe.

VII. Parteien der BRD sind Weltanschauungsparteien

1. Sozialdemokratische Partei Deutschlands (SPD)

830 000 Parteimitglieder

242 Vertreter im Bundestag

Partei distanziert sich immer weiter vom Marxismus

Für demokratische Gesellschaftsreform nach sozialen Gesichtspunkten.

Für Trennung von Kirche und Staat.

Bekannte Politiker: Brandt (Vorsitzender), Schmidt, Wehner

2. Christlich - Demokratische Union (CDU)

350 000 Parteimitglieder

186 Vertreter im Bundestag

Politik aus "Christlicher Verantwortung"

Liberale Wirtschaftskonzeption

Bindung von Kirche und Staat

Parteivorsitzender, Kohl

3. Christlich-Soziale Union (CSU)

Partei nur in Bayern

100 000 Mitglieder

48 Vertreter im Bundestag

Partei steht rechts von der CDU, bildet aber Fraktionsgemeinschaft mit CDU im Bundestag.

Vorsitzender: Franz-Josef Strauß

4. Freie Demokratische Partei (FPD)

100 000 Mitglieder

42 Vertreter im Bundestag

Liberale Partei. Für freie Marktwirtschaft

Trennung von Staat u. Kirche

Vorsitzender ist Hans Dietrich Genscher

Seit 1969 bilden SPD und FDP die Regierungskoalition in Bonn und in verschiedenen Länderr.

VIII. Stärkste und bestimmende Partei in der DDR ist die Sozialistische Einheitspartei Deutschlands (SED), die 1946 aus der Zwangsfusion von SPD und KPD (Kommunistische Partei Deutschlands) entstand.

APPENDIX D II

Lesson Plan for the AV-Classes

FOURTH WEEK

Monday, July 14

German 101-102 (11 o'clock)	German 201-202 (12 o'clock)
Guten Tag film no. 8, followed by discussion in the three smaller groups. Vocabulary lists distributed	Guten Tag-wie geht's film no. 19, followed by discussion. Return written assignments of "Langankes Verwandte" (from the series Der Kommissar) and discuss mistakes.

Tuesday, July 15

Quiz no. 8 Magazine ads from Der Stern on prepositions. Two songs from Haare: "Ich bin reich" and "Ich habe kein Geld" (text: Spiel und Sprache, pp. 21-26, plus taperecording.	Quiz no. 8 Showing of the fairy-tale Der Froschkönig (8 mm film and tape) done by students of the previous year. Sesamstrasse: Ernie and Bert debating "sich erinnern" and "vergessen" (dittoed text and TV cartridge)

Wednesday, July 16

Guten Tag film no. 9, followed by discussion in the three smaller groups. Handout of vocabulary lists.	Guten Tag-wie geht's film no. 20, followed by discussion.

Thursday, July 17

Quiz no. 9. Topic: How to use the telephone: Cultural differences between the USA and the BRD	Quiz no. 9. TV-cartridge: "Berliner Busfahrerinnen" series Drehscheibe)

(tape of telephone sounds, dial tone, ringing, busy signal, information; slide of telephone booth, slides on how to use phone; telephone situation from TV cartridge "Anteil am Leben" [series Der Kommissar]).

Students report on what they hear: listening exercises.

Friday, July 18

Continuation of the telephone topic. Students work in pairs to make up telephone conversations by using dittoed sheets of vocabulary distributed earlier.

Guten Tag-wie geht's film no. 21, followed by discussion about vacation, travel and cultural differences with respect to traveling in the USA and BRD.

ETS German Placement Test

Given To Students In The Intermediate Program

June 21 and July 8

Student Code	June 21	July 8	Difference
1	41	84	43
2	57	88	31
3	54	84	30
4	54	84	30
5	58	85	27
6	55	81	26
7	45	70	25
8	66	86	20
9	54	72	18
10	69	87	18
11	71	88	17
12	68	84	16
13	71	84	13
14	75	89	14
15	75	87	12
16	65	75	10
17	65	65	0
18	88	88	0
19	-	76	-
20	-	68	-
21	-	65	-

Appendix F

MLA-Cooperative Foreign Language Test in German
Form LA (College General Norms: First Year)
Taken By Students Enrolled In The First Year

Student Code	Listening			Reading			Writing		
	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank
1	40	173	98	45	179	99	94	175	99.5
2	39	173	98	43	177	97	98	177	99.5
3	37	171	97	48	183	99.6	99	177	99.5
4	41	175	98	40	175	96	82	169	96
5	40	173	98	41	175	96	73	165	90
6	29	163	88	33	167	87	91	173	99.5
7	42	177	99	45	179	99	94	175	99.5
8	42	173	98	48	177	97	95	175	99.5
9	40	173	98	42	177	97	95	175	99.5
10	31	165	92	37	171	93	94	173	99.5
11	43	177	99	42	177	97	98	177	99.5
12	41	175	98	35	169	90	76	167	92
13	32	165	92	35	169	90	89	173	99.5
14	25	157	75	27	159	65	72	165	90
15	33	167	93	40	175	96	90	173	99.5
16	32	165	92	42	177	97	95	175	99.5
17	40	173	98	40	175	96	91	173	99.5
18	31	165	92	42	177	97	96	175	99.5
19	39	173	98	39	173	95	82	169	96
20	30	163	88	35	169	90	86	171	98
21	36	169	96	35	169	90	96	175	99.5
22	36	169	96	41	175	96	91	173	99.5
23	31	165	92	33	167	87	63	161	79
24	35	169	96	35	169	90	77	167	92
25	42	177	99	49	185	99.8	98	177	99.5
26	29	163	88	38	171	93	90	173	99.5
27	37	171	97	37	171	93	86	171	98
28	33	167	93	41	175	96	90	173	99.5
29	44	179	99.5	50	185	99.8	97	175	99.5
30	38	171	97	44	179	99	93	175	99.5

ADDITIONAL INFORMATION FOR THE INTERPRETATION OF THE SCORES ON FORM LA

Listening		Reading		Writing	
Number of Students	394	Number of Students	515	Number of Students	207
Number of Colleges	19	Number of Colleges	28	Number of Colleges	24
Mean	152	Mean	154	Mean	152
Standard Deviation	8	Standard Deviation	10	Standard Deviation	10
Upper Quartile	157	Upper Quartile	161	Upper Quartile	160
Median	151	Median	152	Median	152
Lower Quartile	146	Lower Quartile	146	Lower Quartile	144
SCAT-V Mean	309	SCAT-V Mean	308	SCAT-V Mean	308
SCAT-V Standard Deviat.	13	SCAT-V Standard Deviat.	13	SCAT-V Standard Deviat.	12

Appendix G

MLA-Cooperative Foreign Language Test in German Form MA

Taken By Students Enrolled In The First Year

Student code	Listening			Reading			Writing		
	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank
1	30	173	95	20	167	63	88	181	99.3
2	30	173	95	25	175	79	78	177	97
3	27	169	83	30	181	90	87	183	99.3
4	34	177	98	25	175	79	88	181	99.3
5	34	177	98	25	175	79	83	179	99
6	29	171	87	19	167	63	74	175	95
7	22	165	71	22	171	75	79	177	97
8	32	173	95	21	169	67	78	179	99
9	32	173	95	17	163	54	79	177	97
10	28	171	87	21	169	67	73	175	95
11	37	179	99	30	181	90	87	181	99.3
12	25	167	77	24	173	76	78	177	97
13	35	177	98	37	187	96	74	175	95
14	35	177	98	26	177	83	83	179	99

MLA-Cooperative Foreign Language Test in German
Form MA (College General Norms: Second Year)
Taken By Students Enrolled In The Second Year

Student Code	Listening			Reading			Writing		
	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Perc Rank
1	34	177	98	24	173	76	82	181	99.3
2	27	169	83	32	183	94	94	187	99.3
3	39	181	99.6	36	187	96	89	185	99.3
4	39	181	99.6	35	185	95	90	185	99.3
5	38	181	99.6	44	195	99.4	93	187	99.3
6	28	171	87	16	161	51	66	173	90
7	36	179	99	38	189	97	94	187	99.3
8	37	179	99	41	191	99.2	91	185	99.3
9	39	181	99.6	35	185	95	88	183	99.3
10	33	175	96	35	185	95	87	183	99.3
11	37	179	99	42	193	99.4	93	187	99.3
12	37	179	99	38	189	97	84	181	99.3
13	37	179	99	42	193	99.4	92	185	99.3
14	35	177	98	42	193	99.4	93	187	99.3
15	36	179	99	34	185	95	88	183	99.3
16	29	171	87	34	185	95	76	177	97
17	31	173	95	28	179	89	83	181	99.3
18	33	175	96	37	187	96	96	83	99.3
19	38	181	99.6	38	189	97	83	181	99.3
20	39	181	99.6	44	195	99.4	98	189	99.3
21	39	181	99.6	38	189	97	87	183	99.3

ADDITIONAL INFORMATION FOR THE INTERPRETATION OF THE SCORES ON FORM MA

Listening		Reading		Writing	
Number of Students	269	Number of Students	357	Number of Students	148
Number of Colleges	19	Number of Colleges	28	Number of Colleges	23
Mean	160	Mean	164	Mean	162
Standard Deviation	10	Standard Deviation	13	Standard Deviation	10
Upper Quartile	165	Upper Quartile	171	Upper Quartile	168
Median	158	Median	160	Median	160
Lower Quartile	151	Lower Quartile	151	Lower Quartile	151
SCAT-V Mean	313	SCAT-V Mean	312	SCAT-V Mean	312
SCAT-V Standard Deviat.	13	SCAT-V Standard Deviat.	13	SCAT-V Standard Deviat.	14